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AUTHOR Niemi, John A.; Anderson, Darrell V.
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TELEVISION: A VIABLE CHANNEL FOR EDUCATING ADULTS IN CULTURALLY DIFFERENT POVERTY GROUPS?--A LITERATURE REVIEW

John A. Niemi
Darrell V. Anderson

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107 RONEY LANE | SYRACUSE, NEW YORK 13210

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ABSTRACT

Recent research on the effectiveness of educational television (ETV) with adults in culturally different poverty groups suggests, first of all, that ETV for these groups must be combined with techniques (like listening groups) using volunteer teachers, and that such planning requires close cooperation between adult educators and media specialists. Moreover, a selective retrospective survey (1956-71) of 11 literacy programs, one in English as a second language, one community development project, and four on personal and social development, has revealed few suitable provisions for evaluating either the appropriateness of the ETV programs or the achievements of individuals. (The document includes program descriptions and 27 references, as well as tabular data on program content, sponsorship, publicity, scheduling and program length, teaching techniques, evaluation techniques, staffing, and instructional materials.)

TELEVISION: A VIABLE CHANNEL FOR EDUCATING ADULTS IN CULTURALLY DIFFERENT POVERTY GROUPS?--A LITERATURE REVIEW

John A. Niemi and Darrell V. Anderson

In seeking to answer the question whether television is a viable channel for educating adults in culturally different poverty groups, we must first examine the nature of those groups. The term "culturally different" is chosen in preference to the more general term "disadvantaged adults." For, as many writers point out, an actual culture of poverty exists, embracing many sub-cultures. Here, the concept of "culture" is borrowed in its traditional sense to mean groups of adults sharing a distinctive design for living (3) (13).* Among them are the urban poor, including ghetto dwellers like the Negro, the Mexican-American, and the new immigrant; and the so-called rural poor, like the people of Appalachia or the Indians on reservations.

Briefly, research in North America on adults inhabiting the poverty groups has differentiated them sharply from the dominant middle-class society by certain socio-economic factors and the attitudes which these engender (2). Rodman suggests that the life styles of many of these groups could be appropriately labelled the "lower-class value stretch." He means that they do not always abandon the general values of society, but generate an alternative set of values rationalized to their deprived circumstances. Thus, the concept of success as based on high income and educational attainment is stretched, so that a lesser degree of success finds acceptance. In effect, these groups display a wider range of values than others within society (19). It should be noted that some of the alternative values are at variance with those of the dominant middle-class society, e.g., the orientation of the middle class to mastery over Nature, versus the tendency of the poverty groups to stress immediate gratification. It was also found, in research done by Anderson and Niemi, that families in these groups entertained relatively narrow expectations which perpetuate the cycle of poverty. Such attitudes were often reinforced by discriminatory practices or outright rejection on the part of middle-class society. One result was that the poverty groups ascribed only limited value to education and showed limited aspirations for it. Moreover, these groups rejected the institutional structure of middle-class society in favor of intimate primary groups, often having close kinship ties (2).

What are some implications of the research findings for adult educators? Obviously, they must find ways to communicate with these isolated groups of adults and help them. The question then arises: Is television a viable channel? Certainly, television has in general proved to be an effective device for instruction (5) (16) (24). However, the value of the medium for reaching the poor cannot be so readily established. The reason is that research undertaken so far has been chiefly concerned with adults <u>in general</u>, rather than with illiterate adults (5). Even after surveying several literacy projects throughout the world, Schramm and his colleagues could find little information about the value of some television programs associated with those projects (23).

What has emerged quite clearly is that to be effective as an educational medium, television must be combined with techniques like listening groups that have volunteer teachers (4) (10) (18). Such programming calls for close co-operation between adult educators and media specialists. A difficulty involved here is described by Power:

*Numbers in parentheses refer to items in the bibliography beginning on page 12.

> "When you have two agencies co-operating - educational institutions and the mass media - in a common endeavor, the project itself is not always of sufficient concern to either party for them to be able to sustain the idea for very long. Each has fear of the other party determining its objectives" (17).

One successful attempt at bringing these two groups together is represented by the University of Maryland's Institute on Instructional Television and Adult Basic Education. Participants include ABE specialists - both teachers and administrators - and television specialists. Each group follows an accelerated course in the other's specialty. The ABE personnel enjoy a crash course in television, and the television specialists learn about adults in the poverty groups. Later, production groups are formed. The outcome of this Institute was that ABE personnel became enthusiastic promoters of television as a medium both for attracting disadvantaged adults and as a device for teaching them. The television specialists, in turn, became vividly aware of the plight of the poor and looked forward to designing programs for them in concert with the ABE personnel" (11).

Ideally, all television programs for culturally different poverty groups should include an evaluation design. Cleary explains why, in discussing the University of Wisconsin's Rural Family Development (RFD) Program:

> "A research project is a waste of time without evaluation: a project might consider itself completed, yet, without evaluation, there is nothing to say what is good about the project or what parts are bad and could be improved. Without evaluation, a project gives no guide lines to others following in their path, and others will not be able to make quick, accurate improvements. Evaluation is necessary for programs"(7).

Without evaluation, Niemi warns

> " ... it seems painfully clear that many adult educators are failing to exploit to the fullest the potentialities of ETV as a multi-sensory medium with a unique capacity to involve the viewer. Too often, they are looking in McLuhan's rear-view mirror, when they assume that the kind of presentation which is appropriate for the classroom or the lecture hall is equally appropriate for the television screen" (15).

A survey of the literature reveals few research studies that formally evaluate television as a device for educating culturally different poverty groups. Therefore, it was decided to examine a number of representative programs directed to those groups, to see what could be learned about the viability of televisions as a channel for reaching them. The seventeen selected programs are summarized in three Tables: Table I, Program Identification; Table II, Administration of Programs; and Table III, Characteristics of Programs.

TABLE I - PROGRAM IDENTIFICATION

PROGRAM	TYPE OF PROGRAM	LOCATION	STATION	YEAR
1. Streamlined English I	Literacy	Memphis, Tenn. (WKNO-TV)	Commercial	1956
2. Streamlined English II	Literacy	Memphis, Tenn. (WKNO-TV)	Commercial	1958-59
3. Streamlined English	Literacy	Florence, Alabama (State of Alabama ETV Network)	Educational	1960
4. Learning to Read	Literacy	Baltimore, Md. (WBAL-TV)	Commercial	1960

TABLE I - CONTINUED

PROGRAM	TYPE OF PROGRAM	LOCATION	STATION	YEAR
5. PS # 4	Literacy	St. Louis, Mo.	(KMOX-TV) Commercial (KETC-TV) Educational	1960
6. Learn For Living	Literacy and English as a second language	Yakima, Wash.	(WNDO-TV) Commercial	1961
7. Let's Speak English	English as a second language	Toronto, Canada	(CBCT) Commercial	1961-62
8. Operation Alphabet	Literacy	Philadelphia, Pa. (WFIL-TV)	Commercial	1961
9. Operation Alphabet	Literacy	New York, N.Y.	(WPIX-TV) Commercial (WNDT) Educational (WNYC) Educational	1963 1963 1963
10. Operation Alphabet	Literacy	Shreveport, Louisiana (KSLA-TV)	Commercial	1963
11. Operation Alphabet	Literacy	State of Florida	Commercial& Educational	1963
12. Elementary English and Arithmetic	Literacy in English as a second language	Zambia	Closed circuit TV	1963-65
13. VTR St. Jacques	Community Development	Montreal, Canada	Closed circuit TV	1965
14. Operation Gap-Stop	Personal and Social Development	Denver, Colo. (KRMA)	Educational	1967
15. Cancion de la Raza ("Song of the People")	Personal and Social Development of Mexican-Americans	Los Angeles, Calif. (KCET)	Educational (UHF)	1968
16. Life Skills	Human and Social Development	Prince Albert, Saskatchewan	Closed circuit TV	1968-71
17. Rural Family Development (RFD)	Personal and Social Development of rural families	Madison, Wisc. (WHA-TV)	Educational (UHF)	1971

The seventeen programs appearing in chronological order in Table I fall into four categories: Literacy - eleven; English As A Second Language - one; Community Development - one; and Personal and Social Development - four. Table I illustrates a significant trend away from Literacy Programs toward more comprehensive programs on Personal and Social Development during the years 1956 to 1971.

TABLE II - ADMINISTRATION OF PROGRAMS

PROGRAM	PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	# and LENGTH OF PROGRAMS
1.	Developed by personnel at WKNO-TV in consultation with Frank Laubach.	TV station and community agency centers.	M-W-F	8 p.m.	42 half-hour programs
2.	As Above.	TV station and community agency centers.	M-W-F	8 p.m.	96 half-hour programs
3.	Florence State College.	TV station, personal contact, radio, newspapers, church announcements, and community groups.	M-W-F	8:30 p.m.	96 half-hour programs

TABLE II - CONTINUED

PROGRAM PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	# AND LENGTH OF PROGRAMS
4. Reading specialists and supervisors of adult education.	TV station and supervisors of adult education.	Sat & SUN initially	8 a.p.	100 half-hour programs
5. Curriculum specialists and TV station personnel.	TV station & St. Louis Board of Education.		6:30 a.m. & 7:30 p.m.	18 months
6. TV teacher.	TV station and community organizations.	M thru F	6:30 a.m.	20 half-hour programs
7. CBC and Metropolitan Educational TV Association.	TV station, press including foreign language newspapers and brochures.	Sat & Sun W	12-12:30 p.m. 11:30 -12:00 p.m.	78 half-hour programs
8. School District of Philadelphia and Community organizations.	Advertising agency using posters, leaflets, flyers; also newspapers, radio, TV.	M thru F	6:30 a.m.	100 half-hour programs
9. Advisory Committee, consisting of union members and personnel from other community groups.	Advisory committee using flyers & posters distributed through community organizations; also, press.	M thru F	8:30a.m. 6:00p.m. 8:30p.m.	100 half-hour programs
10. Louisiana State Dept. of Education and Caddo Parish School Board.	School Board.	M thru F	7 a.m.	100 half-hour programs
11. Directors of adult education, state and local.	State-wide, using personnel from various organizations and TV stations.	M thru F		100 half-hour programs
12. University College of Rhodesia & Nyasaland.	Native employees of Rhokana Corp. who participated in study.			
13. St. Jacques Citizens Committee & National Film Board of Canada.	St. Jacques Citizens Committee			
14. School of Communication Arts, University of Denver.	University and TV station.	M thru F	12 p.m.& 6 p.m.	8 half-hour programs
15. KCET and community, through Ford Foundation grant.	Announcements - Spanish language media, various agencies, person to person, & sample episodes on video tape.	M thru F	3 p.m. & 7:30 p.m.	13 week series - 65 half-hour episodes

TABLE II - CONTINUED

PROGRAM PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	# AND LENGTH OF PROGRAMS
16. Staff, Saskatchewan Newstart Training Laboratory.	As for "Planning."			
17. University of Wisconsin RDF staff.	Extensive multimedia advertising in four counties.	M W Thurs. Sun.	8:30 a.m. 7:00 p.m. 3:30 p.m. 4:30 p.m.	52 half-hour programs

To adult educators and media specialists, the administrative decisions reflected in the planning, promotion, and scheduling of programs, as shown in Table II, are of paramount importance. The planning was of three types: organizational, originating with television stations, colleges, school boards, a private corporation, or national or state bodies; individual, originating with television teachers, directors of adult education, and curriculum specialists; and community, originating with citizens' committees or volunteer advisory boards.

Apparently, the most extensive promotion occured in Programs 3, 8, 9, 12, 15, and 17. Program 3 (Streamlined English, Florence, Ala.) used television, personal contact, radio, newspapers, church announcements, and community groups. Program 8 (Operation Alphabet, Philadelphia, Pa.) had newspaper, radio and television coverage and, in addition, hired an advertising agency to distribute posters, leaflets, and flyers. For Program 9 (Operation Alphabet, New York), an advisory committee directed a similar distribution. Program 12 (VTR St. Jacques, Montreal) was promoted through a special Citizens Committee, and Program 15 (Cancion de la Raza, Los Angeles) enlisted Spanish language media, various agencies, person to person contact, and sample episodes on video-tape. Finally, Program 17 (RFD, Wisconsin) relied on extensive multimedia advertising in four counties.

Concerning program times, several were offered very early in the morning or at 12:00 noon. Such times would undoubtedly discourage many viewers. Others would react negatively to a long series, such as programs running for 100 half-hours. Such planning runs counter to the evident preference of individuals in poverty groups for immediate or very quick satisfaction. The need is for programs to be designed in smaller "packages."

TABLE III - CHARACTERISTICS OF PROGRAMS

CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
1. Based on Laubach's Streamlined English I Series.	Telecast to students at home & in community agency centers.	Volunteer teacher assistants at community centers.	Produced locally for students & volunteer teacher assistants.	
2. Vowel sounds and phonics approach developed by Laubach.	Commonplace adult situations "acted out" on telecast. Drill provided for viewers.		Workbooks for students.	Metropolitan Achievement Test (MAT) - 61 showed average reading achievement 2.6 grades.

TABLE III - CONTINUED

CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
3. Kinescopes of content under 2, above.	Telecast to students at centers like schools & churches.	Volunteer teachers at centers.	Workbooks & locally developed materials for students	MAT-254 showed average reading achievement 2.5 grades in work knowledge & word discrimination.
4. Short story, with emphasis on word recognition, vocabulary development, reading comprehension.	Telecast to home audience by TV teacher-personality.		Mimeographed supplemental reading & practice sheets for students.	Based on practice sheets.
5. Association of 40-odd basic speech sounds with letters, using large drawings & nonsense lines. Informal discussion by teacher of timely topics.	Telecast to home audience by "host teacher" & others.		Supplementary self-help charts & practice sheets.	
6. Word recognition skills, by presentation of new words & a short story; also manuscript writing.	TV teacher used everyday situations familiar to students, talked informally with them, & sometimes included 3 or 4 of them as a "class."	Volunteer teachers trained to meet with viewing groups.	Supplemental materials available for practice, review, & self-help.	
7. Basic, everyday sentences, with emphasis on the sound qualities, rhythms, & pitch variations of English Sentences were translated into many languages.	TV teacher used conversational approach, dramatization, & pictures, & encouraged mimicry by viewers.		Textbook Let's Speak English.	Interviews with random sample of 1026 respondents and 368 serious viewers showed that program reached those who need it most.
8. New words, related to a three or four-sentence story based on everyday situations.	TV teacher presented material in manuscript on a large flip chart for four programs & reviewed material on fifth program.		Printed supplemental materials could be purchased for $3.50. Later available as a TV Home Study Book, with progress tests from NAPSAE, for $2.00.	
9. See 8 above.	See 8 above.		NAPSEA's TV HOME Study Book.	Final test used to

TABLE III - CONTINUED

CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
9.				identify individuals who had remained with series & achieved minimal literacy. 2500 passed tests.
10. See 8 above.	Research study: Group I (19)-TV program as in 8 above; Group II (23) TV program plus teacher presentations; Group III (36) -regular classroom program of literacy instruction.		See 8 Above.	Group I-only one student took a standardized test. Group II-Standardized test showed average grade increase of 1.32. Group III-Standardized test showed average grade increase of 1.55.
11. See 8 above.	See 8 above- supplemented by adult education classes. Research study involving 243 adults.	Directors of adult education & volunteer teachers.	See 8 above.	Gilmore Oral Reading Test revealed that 156 scored less that 3.0 (109 below 1.5) & only 87 scored above 3.0.
12. Elementary English & Arithmetic.	Research Study: Group I-TV programs & follow-up by classroom teachers;Group 2-TV programs only; Group 3-classroom teaching only, by classroom teachers of Group 1; Group 4-regular classroom teaching only.		New Ship primers & workbooks; models, pictures, & puppets.	Educational Attainment Grading Tests showed gains in English & Arithmetic in all groups. No statistically significant differences in gains made by each group.

TABLE III - CONTINUED

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
13.	Community problems raised by citizens.	Citizens' Committee taped fellow citizens, & then held public meetings to view edited tapes on closed circuit & discuss problems.		VTR unit.	
14.	Information about where to go for legal aid, how to budget, what to do in case of medical emergencies, etc.	Daytime serial format.			Follow-up interviews indicated that viewers liked programs & learned from them.
15.	Thirteen major themes- problems relating to unemployment & job training, welfare, family roles, etc. "Open line" (telephone) questions of most interest were recorded for discussion on TV by experts.	Soap operas prepared by Mexican-Americans; also "open Line" service.			Personal interviews of 397; of 211 who viewed program, 68% watched in groups & 21% thought the programs helped them.
16.	Information-giving, e.g., teaching of reading & arithmetic; personality development; social skills; job skills; community development.	Pre-taped lessons discussed in class, role-playing & simulated experiences.		Prepared video-tapes.	In process.
17.	Practical skills regularly needed by rural adult, e.g. ordering from commercial catalogues, registering for Medicare; concomitant computation & communication skills.	Telecasts to homes, supplemented by non-graded home study materials.	Home visitors, whose function is to help students become independent learners.	Home study materials -nongraded.	In process.

1. Literacy Programs

On the basis of previous experience, early television programs prepared for adults in the poverty groups emphasized basic skills in language, reading, and simple arithmetic as a foundation for further vocational or social education. For example, Program 1 (Memphis, Tenn., 1956), the first American literacy campaign linked to television, drew on the consultative services of Laubach (4), and used his streamlined English I series. A unique characteristic of this early Program is the use of volunteer teacher assistants (some of them former illiterates) at 31 community centers. Program 2, a follow-up to 1, stressed vowel sounds and the phonics approach to reading developed by Laubach. In the situations that were "acted out," no one personality dominated, but several teachers took part. The drill provided for viewers consisted largely of work repetition.

Evaluation by means of the Metropolitan Achievement Test, administered to a group of 61 students, revealed average reading achievement of 2.6 grades (10). An average of 2.5 grades was reported by Peerson for the 254 individuals who completed Program 3 (Florence, Alabama, 1960), after viewing kinescopes of Program 2 (18). It is of interest to note that 608 enrolled in the Alabama program at the start, out of 105,310 functional illiterates in the broadcast area. This same series was also telecast in North Carolina, South Carolina and Georgia (2) (5) (10).

Two other literacy programs developed in the early 1960's were reported by Cass (5). Program 4 (Learning to Read, Baltimore, Md., 1960) had a potential audience in four states and in Washington, D.C. Completed practice sheets returned by persons, who received certificates, constituted the only feedback. For Program 5 (PS #4, St. Louis, Mo., 1960), some feedback was probably provided by viewers who were invited to a party to meet their television teachers. The 60 viewers who attended subsequently helped to publicize the series for others who might benefit from it.

Literacy Programs 8, 9, 10, and 11 are studies of four attempts to utilize the material known as Operation Alphabet. This project, Program 8, was begun by the Division of School Extension of the School District of Philadelphia in 1959, with the help of many community organizations, and telecast for the first time in 1961. It was expected that a conscientious adult learner could reach approximately third grade level in reading and writing after completing 100 lessons. An estimated 50-75,000 people benefited from the Program, judging from letters expressing appreciation and requesting a re-run of the series; from the number of sets of materials delivered; from 2,500 test letters corrected and returned; and from an increase of 25% in adult enrollments in basic education classes in the public schools. The apparent interest shown in the Philadelphia venture caused NAPSAE to obtain the copyright for both the television series and the supplementary materials. NAPSAE also developed a guide specifying steps to be taken by communities to promote the series.

For Program 9 (New York, 1963), the advisory committee which planned the program used the NAPSAE guidelines for Operation Alphabet. Completed tests returned by persons, who received certificates, provided the only feedback (5). Program 10 (Shreveport, La., 1963) involved a research study conducted by the Caddo Parish School Board, in cooperation with the Adult Education Section of the State Department of Education. Participants were evaluated by standardized tests (1). Program 11 (Florida, 1963) was also a research study, in which 243 adults were evaluated by the Gilmore Oral Reading Test. One explanation why so few of them reached the third grade reading level, as anticipated, is explained by Bunger; she points out that most students stopped watching the program regularly after the twentieth lesson. She also discovered that adults who had studied in groups achieved significantly higher scores than those who had studied individually. Contrary to the Philadelphia venture, Bunger found that the telecast did not seem to affect enrollments of adults in public school adult literacy classes (4).

In concluding this discussion of Operation Alphabet, it must be said that although many cities repeated the series several times, little accurate assessment was made of its impact, because of a lack of funds for record-keeping and research. In short, the considerable claims advanced for the success of the series in the United States have been based chiefly upon television station ratings, not on any kind of formal evaluation (4) (5).

Two literacy programs remain to be discussed. One of them, 6 (Learn for Living, Yakima, 1961), addressed two audiences, the adult illiterate and the foreign-born adult. Thus, it combined a literacy program with instruction in English as a second

language (5). The second program, 12 (Elementary English and Arithmetic) was conducted in Zambia in 1963-65. It is included because it is a research study aimed at judging the efficacy of television for teaching literacy in English as a second language to adults. The individuals in the four groups, drawn from all over Central Africa, were matched on English and Arithmetic attainment, non-verbal ability, and formal education. The television programs, beamed to Groups 1 and 2, emphasized a visual approach whenever new material appeared, along with miming and dramatization by actors. As dialogue between teacher and student was considered the key to learning a second language, a unique approach was used with Group 2. The television teacher would pose questions to the viewers, each one being identified by a number from 1 through 20. As the television teacher could not hear the answers, they were checked out by the classroom teacher and the students themselves. The classroom teacher then advised the television teacher of any difficulties. Although Group 3 had classroom teaching only, their instruction came from the same teachers who had followed up the television programs with Group 1 and who had access to all the television materials. As Table III indicates, Group 4 had instruction from regular classroom teachers withou reference to television.

Although the results showed no statistically significant differences in the gains made by each of the four groups, it appeared that Group 3 experienced one of the most effective methods of teaching English as a second language. However, it must be added that this same Group was considered to be more highly motivated than the other Groups, because their attendance in this class formed part of their training as mechanics (8).

2. English As A Second Language Program

Program 7 (Let's Speak English, Toronto, Canada, 1961-62) relied for feedback partly on 1026 respondents randomly selected from a telephone survey of some 10,000 households, and partly on 368 "serious" viewers who had sought more information from CBC about the program. From the 1026 respondents, descriptive data were gathered about audience characteristics such as language background, proficiency in English, and level of education. It was found that those adults with the lowest proficiency in English persisted with the program; in other words, it reached those who needed it most. A high proportion of the persistent viewers were immigrants who had come since 1956. It was also found that lack of formal education was not a deterrent to viewing the first place, or a crucial factor in determining whether a person stayed with the course or watched only casually. The 368 "serious" viewers had the highest degree of involvement in the program. Analysis of the data gathered during interviewes indicated little resistance on their part to the mimicry approach. Of this group, 334 gave information about their viewing habits. It revealed that those who watched the program in groups tended to be more regular viewers than those who watched it alone (12).

3. Community Development Program

Program 13 (VTR St. Jacques, Montreal, 1965) involved the use of closed circuit television by a Citizens Committee to stimulate social action in the poor district of downtown Montreal. The Committee was given the use of a 1/2" video tape recording (VTR) unit by the National Film Board of Canada. Through this medium, people were encouraged to voice their problems. Later, when viewing the tapes on closed-circuit television at public meetings, neighbours recognized common problems and began to seek solutions. One project attributed to the efforts of the Citizens Committee was the establishment of a Citizens Community Health Centre, which is still operating (27).

4. Personal and Social Development Programs

Programs 14, 15, 16, and 17 all relate to personal and social development. Program

14 (Operation Gap-Stop, Denver, 1967) emerged in response to the needs of 649 heads of household interviewed in an urban housing development. To interest people in watching the programs, four motivational conditions were set up: no contact, the interview contact, pamphlets, and money. It was found that the paid viewers watched the largest number of programs. Evaluation was based on follow-up interviews, which revealed favourable attitudes on the part of viewers (25).

Program 15 (Cancion de la Raza, Los Angeles, 1968) catered to the needs of Mexican-Americans, under a grant of $625,000 from the Ford Foundation. Through the "soap opera," messages of social adjustment were presented in the context of a barrio family. The telephone "open line" (Linea Abierta) to the television station not only gave feedback to individual viewers, but provided actual content for a panel of community experts, who discussed the most relevant questions submitted. Further feedback was sought through telephone surveys to determine viewer reactions during the airing of programs. It was reassuring to find that the objective of making the programs seem credible was apparently achieved. In two telephone surveys, over 60 per cent believed that most of what they saw was true, and 30 per cent believed in part of it. Over two-thirds of the viewers thought they had learned something about the problems presented. But the most significant finding was that many viewers were taking actions which they would not ordinarily have taken. The major purpose of the Program - to assess the effects of information input via the soap opera upon attitudes and behaviours - was evaluated in interviews mentioned the emphasis placed upon education. An increased knowledge of community and a modification of complacent attitudes was thought to be reflected in the claim of 4 out of 10 viewers that they were considering joining community, social and political organizations (25).

Program 16 (Life Skills, NewStart, Saskatchewan, 1968-71) presently emphasizes applied problem-solving. Evaluation of the Program has been an on-going process. The value of the video-tape recording unit (VTR) has been recognized as affording students and coaches opportunities to practise life skills and to receive immediate feedback. In their progress through the course, the students engage in more complex case studies and role plays which are designed to test the skills they are learning; again, the VTR permits them to observe their progress to date. So far, Saskatchewan NewStart has used VTR continuously for more than two years with over 200 students (20) (21).

The most significant characteristic of Program 17 (RFD, Wisconsin, 1971) is the innovative home visit, added to the well-established combination of television and supplementary home study materials. The content, oriented to the problems and needs of the rural farm families, is unique in the sense that the wide variety of needs has necessitated abandoning the traditional scope and sequence of such programs. The value of this approach is that the Wisconsin Program is geared to a "drop-in" rate, instead of a "drop-out" rate. As RFD is a field study, its evaluation will aim at producing information related to applied decision-making. It is hoped that the home visitor will obtain data, through special achievement tests, concerning an individual's ability to cope with the problems. Attitude measures will be used to evaluate his self-concept, his attitude toward learning, and his sense of control over his environment (7) (14).

Summary

Probably the most significant finding in the analysis of the seventeen programs has been the dearth of adequate instruments for gathering data. Instead of developing research instruments specifically for evaluating the unique contribution of television to the education of adults in poverty groups, some program planners have relied on tests designed for use in formal classroom situations. As a result, few programs had adequate research designs for collecting data about behavioural change. However, in the literacy programs, there is some evidence that television alone is less effective in its results than instruction by a conventional classroom teacher. It may well be that the impersonal and mass nature of television runs counter to many basic values of the poverty groups.

As yet, this crucial matter has received scant attention from the programmers. Another major problem has been the dual attempt to obtain data, simultaneously, on the appropriateness of the programs as a whole and on the achievements of individuals. The first task, that of polling audiences, is one in which the media specialists have expertise; the other, behavioral change, is the province of the educator. Finally, the importance of schedules must be taken into account, as they relate to both days and times, and so must the need to package programs into smaller units.

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